

Reflection on Conference with Resource Teacher- January 2011

I met with the resource teacher on my campus to discuss a specific student with reading difficulties. We discussed the needs of this student and the various programs that may be beneficial for him. The teacher reported the student's progress in her class and we compared student performance in different subject areas and different settings. After discussing several different reading programs and collaboration as to which one might be the best for this student, the resource teacher and I decided to have the student use the Edmark Reading Program (2011) to enhance his reading skills. Edmark (2011) is an effective reading program because it provides both audio and visual cues coupled with short instructions, repetition, and feedback. The particular student we were discussing is labeled as having Autism (AU) and a Speech Impairment (SI). The cues provided by Edmark as well as the repetition and feedback were extremely beneficial for him.

This teacher conference was helpful to both the resource teacher and I. We were able to discuss the needs of the student and suggest technology interventions that would be helpful. The teacher was pleased that I made time to sit with her to discuss this student and provide suggestions. I feel that the activity was successful because the student demonstrated progress in reading after the implementation of the program. As Page (2002) mentions, technology-enriched classrooms help facilitate student improvement. If I was to meet with another teacher to discuss similar issues, I would like to first obtain more information about the various programs available. I was glad to see that this teacher was willing to have a sit-down discussion even though we would only be discussing the needs of one student. It showed how educators are concerned with the well-being of all students.

This activity helped me to meet the standard relating to understanding the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and assisting teachers in applying that understanding in their practice (Williamson & Redish, 2009).

References

Edmark Reading Program. (2011). *Don Johnson*. Retrieved from:

<http://www.donjohnston.com/products/edmark/index.html>

Page, M. (2002). Technology-enriched classrooms: Effects on students of low socioeconomic status. *Journal of research on technology in education*, 34(4), 389-409.

Williamson, J., & Redish, T. (2009). *ISTE's technology facilitation and leadership standards*. Washington, D.C.: International Society for Technology in Education.